

James A. Allison Elementary School

Title I Schoolwide Planning School Improvement Plan 2020-2021



Title I Distinguished School for Achievement



**5240 West 22nd Street
Speedway, IN 46224**

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Title I Schoolwide Plan Checklist

Directions: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

Schoolwide Plan: Section 1114 (b) (2) Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program.
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including and interpretation of those results, to the parent of a child who participates in the academic assessments required by the SEA plan.

Components of a Schoolwide Plan...	Found on Page #
1. A comprehensive needs assessment of the whole school	Pg. 8-17
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> ● Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ● Use effective methods and instructional strategies that are based on scientifically based research that: ● Strengthens the core academic program ● Increases the amount of learning time ● Includes strategies for serving underserved populations ● Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards. ● Address how the school will determine if those needs of the children have been met. ● Are consistent with and are designed to implement state and local improvement plans, if any. 	Pg. 18-20
3. Highly qualified teachers in all core content area classes	Pg. 21
4. High quality and ongoing professional development for teachers, principals, and paraprofessionals.	Pg. 22
5. Strategies to attract high-quality, highly qualified teachers to this school.	Pg. 23
6. Strategies to increase parental involvement, such as literacy services.	Pg. 24
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	Pg. 25
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Pg. 25
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.	Pg. 25
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	Pg. 26

Schoolwide Title I Planning Team Members

- Mr. Jay Bedwell → Building Administrator
- Mrs. Michelle Chasteen → Primary (First Grade Teacher)
- Mrs. Michelle Brooks → Intermediate (Fifth Grade Teacher)
- Mrs. Megan Haney → Intermediate (Fifth Grade Teacher)
- Mrs. Rachel Nesbit → Instructional Coach

Mission Statement

The school community of James A. Allison Elementary will provide a safe and supportive educational environment in which the focus will be for each student:

- to master the grade level standards.
- to achieve his/her personal best.
- to prepare for an ever-changing and diverse world.

Belief Statements

We Believe:

- in the potential of all students to learn.
- in motivating students to reach their full potential.
- in providing academic challenges for all students.
- in giving students equal opportunities to learn.
- in students assuming responsibility for their learning.
- in using a variety of teaching strategies to help each student learn.
- in inspiring lifelong learning.

*This belief statement was developed first by the High School and then adopted by Allison Staff, as well as the other schools across the district.

Vision Statement

The vision for James A. Allison Elementary is to create a cohesive team effort from students, families, and teachers with the goal of maximizing student achievement.

School Demographics

James A. Allison Elementary School is located in Wayne Township in Marion County. The Town of Speedway is an independent town within the city limits of Indianapolis. Our school is one of four elementary schools in the School Town of Speedway. Our building was opened in 1956, as the third elementary school in our town. A section was then added to the building and finished in 1957.

Allison School has twelve classrooms, fully staffed, consisting of two full day kindergarten, two classes for grades 1-6. This varies as to enrollment. The four Speedway elementary schools share music, art, physical education, and computer teachers. A resource teacher for learning disabilities/mildly mentally handicapped is at Allison full time. A home school advisor is available full time. A speech/language pathologist is shared among the other elementary schools. In 2008 Allison became a Title I targeted assistance school-adding an Instructional Coach to assist teachers both in math and reading. We also have three full time Title I instructional para-professionals and one Special Education paraprofessional.

Allison staff reviews their curricular needs and aligns them with state standards. Mapping of local and state curricular standards is ongoing. Each staff member has a copy in their classroom with master copies located in the office.

2019-2020 Data

Prior to the 2016-2017 school year, Allison Elementary enrollment averaged between two hundred students to two hundred fifty students. However, we experienced the largest enrollment at Allison Elementary since the 1970s. We have approximately 301 students enrolled in the 2019-2020 school year. We celebrate a diverse population. 25.6% of our students are white/not of Hispanic Origin. 46.2% of our students are black/not of Hispanic Origin. The remaining percentage of our students are Asian (6.3%), Hispanic (18.3%), and multiracial (3%). Our ever changing population positively affects our student body. New families from other countries give our students and staff opportunities to experience new cultures, languages, and information not learned from textbooks.

The socioeconomic levels of our student population reflect a working class community. The families live in a variety of dwellings including homes, apartments, and mobile homes.

Speedway is a small community with neighborhood schools. Our children walk to and from school. There is no transportation provided by the school system. Our students still have the unique opportunity of being allowed to go home for lunch. The community of Speedway takes great pride in our schools, children, and their accomplishments. Allison School was an Indiana Four Star School during the 1999-2000, 2000-2001, 2008-2009 school years. Allison Elementary was also an "A" rated school for 2010, 2011, 2012, 2013, 2014, 2015, 2016, and 2017. We were "B" rated for the 2018 school year. Our school rating for the 2020 school year is

still undetermined. We were the Title I Distinguished School of the Year for Achievement 2016-2017. This distinction sets us apart from the other schools in Speedway.

James A. Allison Elementary is supported by a parent teacher organization. Our SPT organizes fundraisers for our convocations and building field trips. The Allison SPT meets monthly to discuss ways to enrich our school. This SPT is a branch of the Speedway School's SPT.

Parents and community members have a variety of opportunities to be involved in our schools. Through a volunteer program, we encourage our parents and neighbors to come in, help out, and be part of Allison's success. We have several adults that help us in the classrooms, on field trips, and with program organization. We also have a special partnership with Speedway Baptist Church. Members of the church come to Allison once a week to mentor a student. Once they are paired with a student, they continue mentoring him/her each school year.

At Allison Elementary, we understand that our students' needs are multi-faceted. We strive to meet those needs by providing programs to promote academic growth, physical development, and community enrichment. Some of the programs available to our students include:

- Summer remediation classes
- Summer enrichment classes
- ALC (Allison Leadership Council)
- Tutoring after school
- Spell Bowl
- Math Bowl
- Talent showcases
- Student safety patrol
- Cool Kid Behavior (Respectful, Responsible, & safe)
- Cool Kids Cash – A positive behavior incentive program – recognizing students for doing the “Right Thing” when no one is watching
- Spirit Awards – A positive behavior incentive program – recognizing classroom for doing the “Right Thing” when no one is watching
- STAR Student of the month for each grade level

Allison Elementary uses a wide range of assessments: quarterly writing prompts are used in grades Kindergarten through sixth grade, quarterly math assessments are used in Kindergarten through second grade. Fountas and Pinnell is used three times a year in Kindergarten through sixth grade. The STAR assessment is used in grades K-6 three times a year.

The research based reading programs we utilize are Leveled Literacy Intervention (LLI), and Orton Gillingham, Peer Assisted Learning System (PALS). The researched based math programs are Do the Math, Focus Math (first/second grade), and Corrective Math. These programs have been added to our curriculum to help our students who have qualified for Title I interventions.

Our staff, parents, volunteers, and students all believe in setting goals and working to “Do our Personal Best”. We are proud of our accomplishments within the community and maintain an ongoing program for self-evaluation and improvement.

Component 1 → Comprehensive Needs Assessment

ILEARN and additional assessments

Kindergarten

- Fountas and Pinnell Reading Benchmark (Fall, Winter, Spring)
- Letter/Sound recognition (Fall, Winter, Spring)
- Phonological Awareness assessment (Fall, Winter, Spring)
- Quarterly Math Assessments
- Unit Writing Prompts
- Progress Reports/ every 9 weeks
- Sight Word Assessment (Winter, Spring)
- Dibels 6th Edition
- Orton Gillingham SRS

1st Grade

- Fountas and Pinnell Reading Benchmark (Fall, Winter, Spring)
- Unit Writing Prompts
- Progress Reports/ every 9 weeks
- Dibels 6th Edition
- Orton Gillingham SRS

2nd Grade

- Fountas and Pinnell Reading Benchmark (Fall, Winter, Spring)
- Unit writing prompts
- Progress Reports/ every 9 weeks
- Dibels 6th Edition
- Orton Gillingham SRS

3rd Grade

- ILEARN language arts and math
- ClearSight ELA & Math (Fall & Winter)

- Unit Writing Prompts
- Fountas and Pinnell Reading Benchmark (Fall, Winter, Spring)
- Progress Reports/ every 9 weeks
- IREAD 3 (Yearly)

4th Grade

- ILEARN language arts, math, and science
- ClearSight ELA & Math (Fall & Winter)
- Unit Writing Prompts
- Fountas and Pinnell Reading Benchmark (Fall, Winter, Spring)
- Progress Reports/ every 9 weeks

5th Grade

- ILEARN language arts, math, and social studies
- ClearSight ELA & Math (Fall & Winter)
- Unit Writing Prompts
- Fountas and Pinnell Reading Benchmark (Fall, Winter, Spring)
- Progress Reports/ every 9 weeks

6th Grade

- ILEARN language arts, math, and science
- ClearSight ELA & Math (Fall, Winter, spring)
- Unit Writing Prompts
- Fountas and Pinnell Reading Benchmark (Fall, Winter, Spring)
- Progress Reports/ every 9 weeks

District Wide Assessments

ILEARN assessments measure the academic performance of students in English/Language Arts, Mathematics, Science and Social Studies. Student results on ILEARN are used as primary performance indicators for continuous school improvement.

Fountas and Pinnell are used in grades K-6 to determine an instructional reading and comprehension level for each student.

IREAD 3: Students in grade 3 take the IREAD 3 reading assessment in the Spring to determine if students are reading at grade level.

Allison Elementary Assessments

Unit Writing Prompts are given to students after each unit. Students write across many genres throughout the school year. Writing is scored objectively using the Organization/Purpose, Evidence/Development and Elaboration, and Conventions rubrics issued by the Indiana Department of Education. Data is collected and used to measure growth in the understanding of writing applications and the use of writing conventions.

ISTEP+ Trend Data 2017

Percentage of Students Passed	3rd ELA	3rd Math	4th ELA	4th Math	5th ELA	5th Math	6th ELA	6th Math
Overall Students	87%	59%	63%	62%	94%	100%	81%	57%
General Education Students	95%	63%	71%	63%	93%	100%	86%	62%
Special Education Students	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data
Paid Lunch	92%	79%	75%	65%	100%	100%	69%	54%
Free and Reduced Lunch	86%	53%	56%	60%	89%	100%	86%	58%

ISTEP+ Trend Data 2018

Percentage of Students Passed	3 rd ELA	3 rd Math	4 th ELA	4 th Math	5 th ELA	5 th Math	6 th ELA	6 th Math
Overall Students	82%	70%	65%	53%	71%	82%	83%	66%
*General Education Students	%	%	%	%	%	%	%	%
*Special Education Students	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data	<10 Students No Data
*Paid Lunch	%	%	%	%	%	%	%	%
*Free and Reduced Lunch	%	%	%	%	%	%	%	%

*No disaggregated data due to embargo of ISTEP scores as of 9-14-2018.

ILEARN Data 2019

Percentage of Students Passed	3 rd ELA	3 rd Math	4 th ELA	4 th Math	5 th ELA	5 th Math	6 th ELA	6 th Math
Overall Students	55.8%	79.1%	39.0%	46.3%	57.6%	42.4%	55.0%	47.5%

ILEARN Data 2020

Percentage of Students Passed	3 rd ELA	3 rd Math	4 th ELA	4 th Math	5 th ELA	5 th Math	6 th ELA	6 th Math
Overall Students	Data Not available because of Covid-19							

ISTEP+ Trend Data		2016	2017	2018
Primary Indicators				
Grade 3	Percentage Passing (LA)	78	87	82
	Percentage Passing (Math)	43.1	59	70
Grade 4	Percentage Passing (LA)	90.6	63	65
	Percentage Passing (Math)	71.9	62	53
Grade 5	Percentage Passing (LA)	85	94	71
	Percentage Passing (Math)	87.5	100	82
Grade 6	Percentage Passing (LA)	83.8	81	83
	Percentage Passing (Math)	56.8	57	66
AYP History		Yes	N/A	N/A
School Attendance Rate		97.7	97.4	97.4

2017-2018 Writing Prompt Data

	K	1	2	3	4	5	6
Writing Applications							
Persuasive	N/A	1.55	2.36	1.76	2.41	3.12	4.32
Compare and Contrast	N/A	1.98	2.88	2.42	2.02	3.14	3.72
Descriptive	N/A	2.00	3.58	1.98	2.63	3.57	4.16
Narrative	N/A	2.37	3.32	2.87	2.98	3.95	4.37
Language Conventions							
Persuasive	2.86	1.39	1.88	2.09	1.78	2.95	3.68
Compare and Contrast	8.6	1.52	1.23	2.38	1.78	2.93	3.49
Descriptive	15	1.80	2.68	2.36	2.42	3.05	3.39
Narrative	17.6	2.02	2.20	2.59	2.48	3.39	3.46

2018-2019 Writing Prompt Data

	K	1	2	3	4	5	6
Writing Applications							
Persuasive	NA	1.29	2.74	1.84	2.73	3.38	3.88
Compare and Contrast	NA	1.45	3.77	2.30	3.67	3.27	4.07
Descriptive	NA	1.22	4.31	2.65	2.71	3.67	3.55
Narrative	NA	2.05	3.58	2.89	3.88	3.84	4.62
Language Conventions							
Persuasive	4.48	.96	2.05	2.31	2.36	2.85	3.19
Compare and Contrast	13.2	1.30	2.93	2.10	2.76	2.90	3.29
Descriptive	14.4	1.60	2.73	2.35	2.43	3.05	3.21
Narrative	19.1	1.72	2.40	2.71	2.40	3.08	4.00

2019- 2020 Writing Prompt Data

	K	1	2	3	4	5	6
Writing Applications							
Persuasive							
Compare and Contrast							
Descriptive							
Narrative							
Language Conventions							
Persuasive							
Compare and Contrast							
Descriptive							
Narrative							

Grade Level Percentages of Students who Achieved End of the Year Benchmark or Higher

Grade Level	Goal	Percentage Achieved 2016-2017	Percentage Achieved 2017-2018	Percentage Achieved 2018-2019	Percentage Achieved 2019-2020
Kindergarten	D	74%	73%	81%	No Data Available because of Covid-19
First	I/J	71%	71%	83%	
Second	M	57%	45%	78%	
Third	P	55%	59%	70%	
Fourth	S	73%	58%	62%	
Fifth	V	71%	70%	77%	
Sixth	Y	76%	86%	58%	

Attendance Rate:	
Year	Percentage
13-14	98.0%
14-15	97.1%
15-16	97.7%
16-17	97.4%
17-18	97.4%
18-19	97.7%
19-20	97.5%
Attendance Strategies: <ul style="list-style-type: none"> • Yearly incentives rewarding good attendance • Posting monthly awards (award banners and attendance pictures on main bulletin board) • Home-School Advisor/Nurse 	
Goal: To continue to stress the importance to students and parents of being at school and on time to help maintain and increase student attendance rate each year.	
Strength: <ul style="list-style-type: none"> • Maintain attendance rate above 95% Weaknesses: <ul style="list-style-type: none"> • Lack of student support and home environment creates a lack of importance of attending school regularly or on time. 	

Grade Level Goals

Kindergarten Goals

Reading: By May 2020, 75% of Kindergarten students will achieve a guided reading level of **D** or higher measured by Fountas and Pinnell Benchmark Assessment.

Math: By May 2019, 75% of Kindergarten students will meet kindergarten math standards as reported quarterly on the kindergarten progress report.

First Grade Goals

Reading: By May 2020, 75% of 1st grade students will achieve a guided reading level of **I/J** or higher measured by Fountas and Pinnell Benchmark Assessment.

Math: By May of 2020 75% of 1st grade students will achieve 70th percentile or higher on the Pearson End of Year Assessment.

Second Grade Goals

Reading : By May 2020, 75% of 2nd grade students will achieve a guided reading level of **M** or higher measured by Fountas and Pinnell Benchmark Assessment.

Math: By May of 2020 75% of 2nd grade students will achieve 70th percentile or higher on the Pearson End of Year Assessment.

Third Grade Goals

Reading I: By May 2020, 75% of 3rd grade students will achieve a guided reading level of **P** or higher measured by Fountas and Pinnell Benchmark Assessment.

Reading II: By May 2020, 60% of 3rd grade students will be at or above proficiency on the 2020 ILEARN ELA assessment.

Math: By May 2020, 75% of 3rd grade students will be at or above proficiency on the 2020 ILEARN Math assessment.

Fourth Grade Goals

Reading I: By May 2020, 75% of 4th grade students will achieve a guided reading level of **S** or higher measured by Fountas and Pinnell Benchmark Assessment.

Reading II: By May 2020, 60% of 4th grade students will be at or above proficiency on the 2020 ILEARN ELA assessment.

Math: By May 2020, 50% of 4th grade students will be at or above proficiency on the 2020 ILEARN Math assessment.

Fifth Grade Goals

Reading I: By May 2020, 75% of 5th grade students will achieve a guided reading level of **V** or higher measured by Fountas and Pinnell Benchmark Assessment.

Reading II: By May 2020, 50% of 5th grade students will be at or above proficiency on the 2020 ILEARN ELA assessment.

Math: By May 2020, 50% of 5th grade students will be at or above proficiency on the 2020 ILEARN Math assessment.

Sixth Grade Goals

Reading I: By May 2020, 75% of 6th grade students will achieve a guided reading level of Y or higher as measured by Fountas & Pinnell Benchmark Assessment.

Reading II: By May 2020, 60% of 6th grade students will be at or above proficiency on the 2020 ILEARN ELA assessment.

Math: By May 2020, 50% of 6th grade students will be at or above proficiency on the 2020 ILEARN Math assessment.

CNA Summary Information

Our school wide planning team looked at data from the 5 focus areas (student achievement, curriculum and instruction, professional development, school organization and management, and family/community involvement) to determine the comprehensive needs of James A. Allison Elementary.

1. **Student Achievement** – The team collected and analyzed data from school wide assessments including ILEARN, Fountas and Pinnell, Schoolwide writing prompts, and IREAD 3.
2. **Curriculum and Instruction-**
 - a. **Reading** → We utilize a 90 minute reading block. All grade levels will use research based guided reading strategies and materials. We also use the 3 tier RTI intervention model for grades K-3. Students are remediated using the Leveled Literacy Interventions (LLI). Allison uses the McGraw Hill Wonders Reading program for the core reading instruction. K-2 teachers use Orton Gillingham for foundational reading instruction with all students.
 - b. **Math** → All grades utilize a 90 minute math block. Kindergarten uses Everyday Math, Grades 1-5 use Pearson Envision, and Grade 6 uses McGraw-Hill as their primary math series. We use the 3 tier RTI intervention model for grades 1-6. Topic assessment data trends are used by 1-6 classrooms to drive the instruction during math groups and guided math. Students are remediated using the Envision reteach.
 - c. **Writing** → Allison uses the McGraw Hill Wonders as the core reading program, the Wonders program provides a well rounded writing curriculum that meets the common core standards. We also use 6 +1 Traits model, as well as other researched based strategies.

3. **Professional Development-** James A. Allison Elementary staff feels that we should focus on the following.
 - a) Growth Mindset – All staff members read Mindset: The New Psychology of Success by: Carol S. Dwek, Ph.D. and The Growth Mindset Coach: A Teacher's Monthly-Month by Month Handbook for Empowering Students to Achieve. The Growth Mindset Playbook by Annie Brock and Heather Hundley. Staff will participate in monthly Growth Mindset staff development activities.
 - b) PBIS- for 20-21, a school-wide matrix and tier I training videos will be implemented
 - c) Continued Math Instruction/Curriculum Training: Kindergarten (Everyday Math), 1-5 (Pearson Envision) and 6 (McGraw Hill).
 - d) ClearSight- Using data and reports to drive classroom instruction. Data will be reviewed with the Instructional Coach during daily grade-level Professional Development times

4. **School Organization and Management-** The environment in our school is that of a small close knit community. We have several programs to recognize student achievement such as cool kid awards, class spirit awards, academic awards, and most outstanding growth awards. Our staff has a monthly staff meeting, building level reading committee, as well as several building level committees.

5. **Family and Community Involvement-** We hold an annual “Meet the Teacher ice cream social” night, Family Literacy Night, Family Math Night, and STEM. Parents are always invited to our monthly Team Time convocations and special events such as Read Across America. Our 1st--3rd grades students are mentored by a group of volunteers from Speedway Baptist Church (Kids Hope). Parents and community members are always encouraged and welcomed to volunteer in the teachers' classrooms, however this is on hold this year due to Covid-19. We will offer as many events virtually as possible for parents to be involved.

Based on our data analysis, we will be focusing on Writing Applications, Writing Conventions, and Reading Comprehension for English/Language Arts. Trends show that James A. Allison has been deficient in these areas over the past three years. Our analysis for math indicates that our focus must be on Number Sense, Computation, and Math Process Standards. These have been two of the lowest achieving areas in math across all grade levels in the past three years. The planning committee feels that improved writing/comprehension and reading comprehension instruction is important to the success of us reaching our goals. Also, we are continuing our training in effectively implementing the new math series as well as using STAR math data to identify specific standards or areas of difficulty to drive small group and whole class instruction. The importance of parent involvement and professional development in these areas is also critical to our students attaining our set forth goals. As a staff it is important that we have quality professional development that supports the measures we are trying to achieve. The team also found a strong need to increase parent involvement in the academic process of students. The success of student proficiency relies on a strong partnership between parents and the school.

- Higher level thinking questions
- Writing component for comprehension
- Indiana Academic Standards
- Math Facts in grades 1-6
- Thinking maps

Component 2 → Implementation of Intervention Strategies

Strategy	Student Group	Scientifically Based Research	Current Practice Or Projected Implementation	Monitoring of Implementations	Student Assessment	District Wide Initiative	Increase Learning Time	Professional Development Needed
Voyager Passport	K-5 in Title 1, Special needs, ELL	National What Works Clearinghouse	1-5	Observation by Instructional Coach	Adventure Checkpoints (from program)		30 min/day 5 days/week	Instructional Coach provides to paras
LLI by Fountas and Pinnell	K-3 Title I, Special Needs, ELL	Florida Center for Reading Research	K-3	Observation by Instructional Coach	Biweekly		30 min/day 5 days/week	Instructional Coach provides to paras

The Allison Elementary teachers use Indiana Academic State Standards to drive grade level instruction for Language Arts and Math. Below is a list of instructional strategies and methods used by classroom teachers in Tier 1 instruction:

- Small and whole group instruction
- Hands-on learning experiences
- Manipulatives to help teach math concepts
- Teacher modeling of concepts
- Thinking Maps
- Cooperative learning
- Centers/Stations (K-2)
- Daily Five (K-3)

The programs we have in place for Tier 2 instruction (see chart above) will strengthen the core academic program of the school by:

- Providing additional instructional time for students in Title 1, special needs, ELL, and students who are determined at-risk through benchmark testing
- Providing explicit, scaffold instruction for at-risk students to bridge learning gaps

At Allison Elementary, we offer after-school tutoring for students in grades K-6 who are not completing homework and who may be at risk for failing ILEARN. We also offer full day kindergarten for all students. Students may also attend summer school if they are determined to be at-risk.

We use effective instructional strategies and methods based on scientifically based research that includes strategies for meeting the needs of our underserved populations by:

- Providing a daily balance of literacy instruction that includes direct instruction, small group instruction, and independent student work time
- Providing research-based intervention programs
- Providing Language Arts and Math instruction that is based on Indiana Academic Standards
- Providing after school tutoring for students in grades K-6

For our students that are in our Tier II and Tier III: we will provide effective, timely assistance to ensure that students having difficulty mastering proficient levels of Indiana academic standards and achievement (targeted groups include: Title 1, special needs, ELL, and students determined at-risk through benchmark testing)

- Continue differentiated instruction by the classroom teacher
- Utilize paraprofessionals for pull-out programs (LLI, Voyager Passport, Orton Gillingham, and Envision reteach).
- Utilize paraprofessionals for push-in times in classrooms for Language Arts and Math instruction as needed.
- Utilize WIDA data to provide small group instruction and classroom accommodations.
- Continue to offer after school tutoring for at-risk students in grades K-6

For all students (Tier 1 instruction): we will provide effective, timely assistance to ensure that all students meet Indiana academic standards; teachers will determine if the needs of each student are adequately met by their performance on all standardized and non-standardized tests as well as their academic progress in the classroom

- Continue differentiated instruction by the classroom teacher
- Use best practices in Reading
- Use best practices in Math

The school-wide reform strategies are consistent with and are designed to implement the state and local improvements plans:

1. Based on best practices, our strategies align with Indiana academic standards and enables teachers to instruct our students through direct instruction; flexible, small group instruction, and individually
2. All of our curriculum, teaching strategies and assessments are aligned with the Indiana academic standards.
3. Constant review and evaluation of assessment data to ensure students are making adequate progress towards goals
4. Professional development is provided for all staff to enrich, enhance and educate our students based on best practices that are appropriate for our student population
5. Increase our use of technology to effectively improve learning for our students by providing 1 to 1 Chromebooks for grades K-6
6. Continually study diverse techniques such as data analysis to drive instruction, reflection, study groups, coaching and evaluation

Allison Elementary has not been identified for school improvement. We will, however, use the following scientific-based research strategies to continue to strengthen our core academic subjects:

- Guided reading
- Guided Math
- Differentiated instruction – using small, flexible grouping as well as direct instruction
- RTI intervention groups (Reading and Math)
- Thinking Maps

The adopted policies and procedures concerning Allison Elementary's core academic subjects that will have the greatest likelihood of ensuring that all groups of students enrolled in our school 162 days or more, will achieve growth on ILEARN by school year 2020-2021:

- Guided reading
- Guided math
- Voyager Passport
- ALEKS (grade 6)
- IXL
- LLI

Component 3 → Highly Qualified Teachers
--

James A. Allison Elementary
Highly-Qualified Teachers 2019-2020

Last Name	First Name	Position	Praxis	NTE	Earned HQ via House	Earned HQ via Lic./Ed.
Alexander	Michelle	Teacher (2)	X			
Allen	Lauren	Teacher (1)	X			
Bennett	Kim	Teacher (2)			X	X
Brooks	Michelle	Instructional Coach			X	X
Chasteen	Michelle	Teacher (6)			X	X
Corey	Christy	Teacher (5)	X			
Duman	Whitley	Teacher (K)	X			
Eads	Derek	Teacher (ELL)			X	X
Foy	Jessie	Teacher (3)	X			X
Fraley	Abby	Teacher (Music)			X	X
Haney	Megan	Teacher (1)	X			
Hawkins	Steve	Teacher (5)			X	
Johnson	Megan	Teacher (4)			X	X
Lamm	Lori	Teacher (Computers)			X	X
Lawrence	Angie	Teacher (6)	X			
McIlrath	Pam	Teacher (Sp. Ed.)	X			
Miller	Sarah	Teacher (3)			X	X
Mummert	Jon	Teacher (Art)	X			
McGuire	Dawn	Home School Advisor				X
Norris	Gage	P.E. Teacher			X	X
Simpson	Liz	Teacher (4)	X			
Stevens	Laura	Teacher (K)			X	X

James A. Allison Elementary
Highly-Qualified Instructional Assistants 2019-2020

Last Name	First Name	Position	Para - Pro	NTE	Earned 2 years of college	Earned HQ via Lic./Ed.
Hamawi	Kathleen	Title I Instructional Assistant			X	
Howlett	Rosanna	Title I Instructional Assistant			X	
Jones	Taylor	Title I Instructional Assistant			X	
Nylin	Kelsey	Title I Instructional Assistant			X	
Otte	Nickie	Title I Instructional Assistant			X	
Pacheco	Jenna	Special Education Assistant			X	

Component 4 → Professional Development

District Level Professional Development Days	<p>~2 full school days during the school year</p> <p>~Each year the professional development changes due to the needs of the district.</p> <p>~Currently focusing on Reading Curriculum</p>
Leveled Literacy Intervention (LLI) by Fountas & Pinnell	<p>~Our Title I para-professionals are trained to properly teach this intervention. They also receive on-going training for this intervention program. (On going through the school year)</p>
Common Planning Time	<p>~The Instructional Coach provides resources, new strategies, and assessment materials for the classroom teachers.</p> <p>~Common planning time is provided for teachers to collaborate with the Instructional Coach in order to discuss Best Practice teaching methods.</p> <p>~The Instructional Coach is available to model lessons and co-teach with the classroom teachers in order to provide quality instruction. (monthly)</p>
School Safety Specialist Conference Indiana Association of School Principal'	<p>~Each school year, our building administrator attends the School Safety Specialist Conference and Indiana Association of School Principals Conference to ensure he is maintaining the highest safety and curriculum standards.</p> <p>~Our building administrator shares with us, through staff development, the new strategies he has learned at these conferences. (yearly)</p>
Fountas and Pinnell	<p>~Data is reviewed 3 times a year with the coach and grade level teachers. The school's goal is to have consistency between grade levels.</p>
Other Professional Development (Offsite)	<p>~The staff participates in various offsite conferences according to his/her classroom needs. (as needed)</p>

Component 5 → Attracting and Retaining High Quality Teachers

All James A. Allison teachers and support staff are highly qualified. There is a clear expectation that the “*most trained and experienced*” person work with students in greatest need. The principal regularly checks for compliance with this Allison requirement. Staff members are appreciated for the unique gifts and talents each bring to share with Allison children and families.

When vacancies occur, multiple websites are used to advertise the position. In addition, staff members are asked to network with potential candidates. District representatives regularly attend Recruitment Fairs and University Job Fairs. The pay scale for teachers is among the top 5% in the state.

The Title One would like to explore a potential partnership with a local university, targeting students that will need to complete internships in various licensing areas (not full-time student teaching). This may create a “pipeline” for potential super-star teachers and the opportunity for Allison Elementary to recruit these individuals prior to graduation.

Collaboration and input into school programming from staff is a must at Allison. There is an improvement framework for literacy and math, however, the exact steps to reach this goal are fluid and flexible. Staff ideas are sought out, discussed, refined, and used in many instances. The staff at Allison work very hard to provide a quality education with high expectations for themselves and students.

Although Allison teachers and support staff are on a district pay-scale, the goal is to provide a warm, supportive, and friendly working environment. Regular social activities are planned throughout the school year which includes *Monthly Birthday Breakfast, Holiday Dinner Gathering, Spirit Days, Monthly Social Events*, etc.

A teamwork approach is reinforced from the principal. A positive work environment, caring, and a definite feeling of “*I make a difference for children*” – renders Allison Elementary a desirable place to work!

Component 6 → Parental Involvement

James A. Allison has an active Speedway Parent Teacher program (SPT). Our parents and teachers meet monthly to discuss regular school business and activities. We host many other events during the school year which families are invited to attend. Each school year we host a Family Literacy night, Family Math Night, and STEM Night. Parents are always welcome to attend our monthly team time, Holiday Sing, Read Across America Day, and end of the year ceremony. As well, parents regularly volunteer in classrooms, for field trips, and our book fair. Although we have very dedicated and involved parents, we are always looking for ways to improve our parent involvement and communication. Due to Covid-19 restrictions, some activities were cancelled or held virtually for the 2019-2020 school year.

Academic Communication

- **PowerSchool** → Parents can log into the system and view their child's academic progress. They are able to view their child's grades and any notes the teacher has written regarding the student.
- **Midterms** → Teachers send home Midterm reports during each quarter to keep the parents informed of their child's academic progress.
- **Quarterly Report Cards** → Students and parents receive report cards 4 times a year.
- **Daily/Weekly Folder Reports** → Teachers send home either daily or weekly folder reports to inform the parents of academic progress and behavior.
- **Fall Parent Teacher Conferences (via Google Meets for '20-'21)**

Ways to Improve Parental Involvement

- Educate the parents regarding testing data during our Meet the Teacher Night.
- Provide snacks at our Title I family meetings
- Teachers will offer student incentives (such as lunch with the teacher) for parent attendance.
- Students will hand write invitations to our family nights rather than send home a computer generated document.

Component 7 → Preschool Training

Currently our school provides Kindergarten Round-up, open visits through each building. We also partner with Head Start and offer transition conferences with our Speedway Developmental Preschool.

We are building the foundation for implementing the following strategies:

- Providing Kindergarten and First grade expectations brochures in the community doctor offices.
- Link on the Speedway website for Preschool, Kindergarten and First grade standards.
- Developing a partnership with the community daycare and preschools for building tours.
- Send packets with “things to get ready for Kindergarten” (purchased through Channing Bete) to parents of preschoolers.

Component 8 → Teacher Decision Making Using Academic Assessment Results

Assessment	Administered By:	Evaluated By:	How Results are Used	Grade Levels	Data Discussion
ILEARN	Classroom Teachers / Proctors	Indiana State Department of Education Building / District Administrators and Staff	~Create After School tutoring groups ~Determine Title I Status & place students into intervention groups	3-6	Yearly
IREAD 3	Classroom Teacher	Indiana State Department of Education Building / District Administrators and Staff	~Determine pass/did not pass status and place in remediation	3	Yearly
Fountas and Pinnell	Classroom Teacher	Classroom Teacher and Instructional Coach	~Determine Title I Status & place students into intervention groups	K-6	~3 times a year
Unit Writing Prompts	Classroom Teacher	Grade Level Committees	~Reviewed in Grade level team meetings to adjust instruction	K-6	~Throughout the year

Component 9 → Effective, Timely and Additional Assistance

We use several different resources to monitor and track our students' progress. We use ILEARN data, Fountas and Pinnell, IREAD 3, and writing assessments. We use the ILEARN results along with other data to drive instruction, intervention, and curriculum decisions. We found through our Comprehensive Needs Assessment that we need to focus on number sense, computation, process standards and writing conventions as well as reading comprehension. We have adjusted our interventions to focus on these areas. The Instructional Coach has been provided new opportunities and resources to align with the current math and writing needs. We are also focusing on reading comprehension and literary analysis per the various data results. This is provided by the para-professionals through the LLI program, as well as dedicated guided reading time in each classroom.

After reviewing our ILEARN, and Fountas and Pinnell results, our greatest needs for improvement were with these Sub Groups:

- Limited English Speaking
- Special Education
- Free/Reduced Lunch
- Mobile population

Interventions:

- After School Tutoring (all Sub Groups / at risk students are encouraged to attend)
 - Students in Grades K – 6 are offered 30 minute after school tutoring to help with homework, classroom projects, etc.
- Response to Intervention Groups
 - All students are given classroom and pull out support from our Title I Paraprofessionals teachers to work on subject remediation using scientifically researched based intervention programs.
 - During the intervention groups, students receive either Math or Reading Interventions.
 - High Ability
 - Math Bowl
 - Spell Bowl
 - Guided Reading Groups
 - District Wide High Ability Testing for students in grades Kindergarten, Second, and Fifth
 - Freckle
 - ALEKS (6th grade)
 - IXL (3rd-5th)
 - Weekly and bi-weekly high ability learning pods with a licensed high ability teacher.

Component 10 → Coordination and Integration of Funds

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.

Programs at James A. Allison Elementary (Federal, State, and Local Funding)

- Title I
- Title I Part A: Stimulus
- Title II Part A: Preparing Training and Recruiting HQ Staff
- Title III: Limited English
- Title IV Part A: Safe and Drug Free Schools and Communities
- Title V Part A: Innovative Programs
- IDEA: Individuals with Disabilities Act

Additional Narrative for PL221 Compliance

Attendance

It is very difficult to help children learn to read, write and understand math if they are not in school. Attendance policies are written to allow for normal illnesses. Excessive absences are detrimental to student learning. The material a student misses when not at school can never be reconstructed because of how instruction is delivered at Allison. The Allison staff understands the importance of reviewing attendance patterns and procedures. The goal is not to be punitive, but to be supportive in solving problems when attendance issues arise at the school. During the first week of school, each Allison family is given a Student Handbook to review a written statement that explains the school district's policy on attendance. Consequences for excessive and unnecessary absences were outlined for each parent/guardian. Prior to punitive actions, the staff attempts to work with each family to improve attendance on an individual basis. If needed, Allison staff will go to the child's home when not at school to help parents make sure their child regularly attends school. Allison is striving to reach an attendance rate of >97%.

Technology as a Learning Tool

Allison is fortunate to benefit from a focused district plan in relation to updated technology. All classrooms at Allison have a promethean board to enhance student learning and classroom instruction. For the 2020-2021 school year, all students, K-6, have been provided with chromebooks at a 1:1 ratio. Google G suite for education is used building wide to enhance collaboration, communication, and instruction between teachers, students, and families. Professional development is provided by the instructional coach throughout the school year to enhance the integration of technology into classroom instruction.

Safe and Disciplined Learning Environment

The safety of Allison students and their environment have been insured with various procedures: before entering the front door you must be buzzed in, all visitors must sign in at the office, all doors are locked during the school day, and security cameras have been installed with a DVR system for quick retrieval. All visitors sign in using a computer based sign in system. The visitor is given a tag with their picture and reason for visiting to be worn while in the school.

Doors Secure	All outside doors are locked at the tardy bell; each door is clearly marked for easy identification; at recess, staff members carry a door key to re-access the building; visitors to the building must be “buzzed” in by the secretary. Security doors were added for each hallway and gym/cafeteria in 2019.
Lockdown Drills	Twice per year to practice putting the entire building into a total lock-down to simulate a hostage or crisis situation.
Fire Drills	One per month to practice quick and orderly exiting of the building; each room in the building has instructions posted.
Tornado Drills	One per semester to provide practice for safe posture and location in case of a tornado; each room in the building has instructions posted.
Crisis Management	Each room has an updated copy of the plan.
Video Surveillance	Cameras installed on the outside of the building and interior hallways to ensure safety.
Visitor Sign-in & -out	All visitors are required to sign-in and out of the office. SafeSchools Software.

Graduation Rate

To support our secondary graduation rate, Allison Elementary strives to build a strong literacy and math foundation for all students.

Specific Areas where Improvement is needed immediately

~All Legal Requirements Met

Allison staff will continue to use a comprehensive improvement plan with defined short and long term objectives for success as outlined in this School Improvement Plan.

Academic Honors Diploma and Core 40

Non-applicable Section (High School Only)

Statutes and Rules to be waived

None

Three year Timeline for Implementation, Review and Revision

James A. Allison has outlined a Three year timeline for each goal presented in the PL221 document.

School Improvement Timeline for Goal 1

Task	School Year 2020-2021	Benchmarks	Summer 2021	School Year 2021-2022
Wonders Reading & Writing implementation	Teachers will implement the new reading and writing curriculum.	Writing: Unit writing prompts Reading: weekly selection assessments	analyze student growth in writing from Ilearn, writing prompts, and F&P scores	Continue to adjust instruction to meet the needs of individual students through guided reading and writer's workshop.

School Improvement Timeline for Goal 2

Task	School Year 2020-2021	Benchmarks	Summer 2021	School Year 2021-2022
Orton Gillingham	Teachers in K-2 received training in Orton Gillingham and begin implementing in classrooms with support from the Rooney Foundation & instructional coach.	Student weekly SRS forms Dibels EOY scores	Analyze data and student growth	Continue with implementation of Orton Gillingham and use data to identify students for intense interventions.

Improvement Timeline for Goal 3

Task	School Year 2020-2021	Benchmarks	Summer 2021	School Year 2021-2022
PBIS	Second Steps curriculum School wide behavior expectations for Tier 1 students	Share with staff at monthly staff meetings	Review and revise Share with all new staff	Social Skills Groups Continuation of school wide behavior expectations using behavior matrix Grade level behavior matrix
Award system for good behavior	Code of Conduct Focus on Life Skills	Share with staff at monthly staff meetings	Review and revise Share with all new staff	TEAM TIME recognition program Cool Cash and Cool Kids School wide quarterly behavior celebrations